The Effect of Read, Cover, Remember, and Retell (RCRR) Strategy on Eighth Semester Students' Reading Comprehension at English Study Program of Muhammadiyah University of Bengkulu

Yupika Maryansyah, Putri Ramadhani
University of Muhammadiyah Bengkulu
Email: yupikamaryansyah@umb.ac.id, putri_ramadhani@gmail.com

ABSTRACT

The purpose of this research is to determine the effect of *Read, Cover, Remember,* and *Retell* (RCRR) Strategy on students' reading comprehension. This current study was carried out by using quasi experimental method. The subjects of this research were 14 Eight semester students of English Study Program of UMB . The instrument used in this study was a reading comprehension test consisted of pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment. The result of the study show that there is an increased scores of students who used RCRR Strategy. After conducting the measuremnet, researchers found that T-count value was lower than T-table (1.1904 < 1.70562). However, the total score was 590 and mean score was 84.28 for experimental group, which was higher than the total score in the control group, 555 and mean score was 79.28. This indicate that RCRR has a significant effect on students reading comprehension skill.

Keywords   : *Reading Comprehension, RCRR*

A. INTRODUCTION

In learning English, students are expected to master four English skills which are listening, speaking, writing, and reading. Reading is a skill that combines background knowledge and thinking to understand a text. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. Linse (2005) mentions that in order for reader to read a text logically and understand the meaning of the words in the text, knowledge on vocabulary is needed. Reading comprehension is a process in reading activity to understand meaning of texts. It begins from understanding the meaning of words, sentences, paragraphs, and texts.

A students of english must learn reading comprehension. Reading comprehension has multiple definitions and explanations. According to Kirby (2007), reading comprehension is the process where readers reading text and what the readers get from the text. Reading comprehension is the process by what the meaning of the text that we have read. Woolley (2011) notes that reading comprehension is an activity when readers understood meaning of text they have read. As a whole understanding, all of definition written indicate that reading is a mental activity to get understading of a written text.

In the process of getting correct understading of a text, some experts propose some lines. According to Klinger (1999), to understand a text content, a reader needs to understand 4 things; vocabulary as understanding the meaning of words in context, decoding the words as analyzing each letter and word in the text, fluency as fluency, speed, accuracy in reading, and world knowledge as sufficient knowledge to benefit from reading texts. Similarly, Brown (2003) argues that there are several indicators in reading, namely the topic and main idea of a text, understanding the meaning of words and sentences of a text, discussing factual information from the text, as well as searching for the meaning of vocabulary, synonyms and antonyms, text inference, looking for generic structures, social functions of the type of text, and decides a no-no of reading that will help the reader better in the conversation of the text being read. In addition, Ahmadi (2017) states that reading comprehension depends on the ability to understand words fastly. The learners use too much of their processing ability to read individual words that disrupt with their ability to comprehend what is read. Sabouri (2016) puts more emphasis on the purpose of reading comprehension, according to him, the purpose of reading comprehension is to get an understanding of text rather than to get meaning from words or sentences. In line with Sabouri, Bojovic (2010) also states that reading comprehension is a way of obtaining meaning from and bringing meaning to a text. Meanwhile Mckee (2012) give more comprehensive statement on reading comprehension by stating reading comprehension is an ability to understand a text, to analyze information, and to interpret what the writer is telling. After all, tt can be concluded that reading comprehension is ability to getting meaning from text by analyzing and interpreting what the writer try to convey.

However, reading comprehension frequetly problematic in classroom. Reading comprehension seems to be difficult for students. Such problems also occurs at reading class at Muhammadiyah University of Bengkulu. Many students have difficulties in understanding a text. It happens because students do not understand the strategy taught by the lecturers. In most reading class, lecture uses memorization strategy. The lecturer give students a few minutes to read the text and understanding the contents of the text. After that, the lecturer will go around to check students' understanding. Many students complain that it is hard to memorize quickly. Not all students can quickly understand and memorize the meaning of the text they have read. As Carera (2019) notes that often the text in the reading book is quite long. This make reading lesson more borring and make students lazy to read resulting a failure in understanding a text.

RCRR strategy is a strategy proposed by researchers to help students to read quickly as well as grab understanding of text after they read. By this strategy students will read a text and cover unfamiliar words that they find in a particular text and replace it with easier words to understand. Then, students close the text and try to remember the text what they have read before. Finally, students retell their partner what they remember about the text. According to Brummer and Macceca (2014), RCRR strategy is an

effective strategy to helps readers in understanding meaning of text they have read through the speed reading process. This means that with this strategy students may be able to understand, conclude, and re-explain the contents of the text that they have read through speed reading process. RCRR Strategy is one of alternative strategy which can be used by lecturer to solve student's problem in understanding meaning of sentences or texts. This strategy also can be one of alternative strategies to help students to be more interested to study about vocabulary and make the students know every meaning from unfamiliar vocabulary.

B.   RESEARCH METHODOLOGY

In this research, the researchers used quasi experimental methodology. The researcher used 1 class consisted of 14 students as sample. The class then splitted into two groups, which were both experimental group and control group. In Experimental group the students were taught by using RCRR Strategy, while in control group, the students were taught by using one of strategies by reading lecture at Eight Semester of English Education Program of Muhammadiyah University of Bengkulu.

The instrument of this research consisted of two tests, pre-test and post-test. Texts those have been used for the tests were taken from TOEFL book, written by Phillips (1996). Pre-test was given before the treatment and post-test after the treatment. Type of test was Essay reading comprehension test. This form of test was chosen based on what Reiner et. al. (2002) explain that essay tests were an effective way of assessing complex learning outcomes that cannot be assessed by other common forms of testing.

At the first meeting, the researchers gave same Pre-test to both group, experimental and control group as the sample of the research. They were given before treatments. The purpose of giving pre-test was that researchers want to determine students skill state on reading comprehension before treatment. Post-test was the second test that was given to students. This test was given to find out students' reading comprehension skill outcome after being given treatments. Before giving the post-test to the students, the researchers gave treatments to the students of experimental group by using RCRR Strategy in 3 meetings.

In treatment, the researcher came to the class, gave greetings and explained the RCRR. At the first stage, the researcher asked students to read a text given then the researchers asked students to cover unfamiliar words. After students covered all unfamiliar words, the researchers asked students to remember text that have been covered with their own language. The next step was the researcher asked students to retell what they have remembered, and the last, the researchers asked students to answer comprehension questions. These steps were done in three meetings for experimental group. After all treatments were done, a post-test was given to students both groups. This test was given to find out students' reading compehension outcomes after they were given treatments, especially for the experimental group.

    After collecting the data from the test (post-test and pre-test), the data then were analyzed by using the following procedure :

1. Measured the different scores between Pre-test and Post-test from Experimental group and Control group.
2. Listed the scores into two tables, first for the Experimental group and second for Control group.
3. Calculated the total score Pre-test and Post-test in Experimental group and Control group. Calculated was conducted by using t-test as show below. According to Sugiyono in Lestari (2018) :

    a. Calculating Mean Score

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2015)}$$

      Note :

      $\bar{x}$ = Mean

      $\sum xi$ = The total of students value

      N   = The number of students

    b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{N\sum x^2 - (\sum x)^2}{(N)(N-1)}} \text{ (Sugiyono, 2015)}$$

    c. Calculating correlation Product Moment between X1 and X2

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_{i2} - (\sum x_i)^2\}\{n\sum y_{i2} - (\sum y_i)^2\}}} \text{ (Sugiyono, 2015:225)}$$

    d. Determining the percentage of X variable toward Y variable

      D = r^2 x 100%

      X = 100% - D

    e. Hypothesist test (t-test)

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \text{ (sugiyono, 2015:274)}$$

      In which :

t   = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\overline{x2}$ = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sampel 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sampel 2 (control group)

n   = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (contrl group)

r   = Correlation of product moment between X_1 and X_2

C.   FINDING AND DISCUSSION
➢ **Finding**

After the reseacher gave the pre-test, there were 7 students who have got scores less than 75 and 7 students have got more than 75. So the reseachers divided them into experimental group and control group based on the stated scores. Experimental group was the group for the students who got scores less than 75 and control group was the group for the students who got scores more than 75. The researchers then gave three times treatments for experimental group by using RCRR strategy and three times meeting for control group by using conventional teaching strategies those usully used by lecturer in the class.

After giving the three times treatments, the researcher gave the post-test. In the post-test results, the researchers found out that there was a significant difference between the students' score in experimental group and control group. However, after the researchers applied the formula, T-count value was lower than T-table (1.1904 < 1.70562). The total score was 590 with a mean score of 84.28 for experimental group, which was higher than the total score of control group, which was 555 with the mean score of 79.28.

➢ **Discussion**

The results are supported by some previous studies. The first, Anita (2010) with the title *The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency*. The result of this research show that the RCRR strategy has positive effect on reading comprehension or narrative text at second year students at Senior High School Sukaramai Tapung Hulu Kampar Regency. The second, by Marpaung and Sinaga (2019) with the tittle The of *Use of Read, Cover, Remember, Retell Strategy in Improving Students' Reading Comprehension Ability*. The result   of   this

research show that there was significant difference on students reading comprehension between the students who were taught by using Read, Cover, Remember, Retell Strategy and who did not.

It has been proved that RCRR strategy gave positive effect to students. This strategy is very effective in helping students to reform the unfamiliar words to become easier words in text and made them easier to understand the meaning of the text. This study results is in line with what Brummer and Macceca (2014) stating that RCRR Strategy was an effective strategy to help the readers in understanding the meaning of the text they have read through the speed reading process.

D. CONCLUSION

To sum up, RCRR teaching strategy can be successful in gaining good reading comprehension outcome for students. The most important thing to bear in mind is teachers or lecutrers must apply appropriate steps of RCRR to students. The strategy is also able to make reading comprehension easier for students. This is because students are able to grab meaning of text esier.

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